DOCUMENT RESUME

ED 062 247 SO 002 952

AUTHOR	Hiles, Dorothy; And Others
TITLE	Social Studies. Teenage Living: Home and Family Education.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	32p.; Authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Behavioral Objectives; *Behavioral Sciences; Curriculum Guides; Family Relationship; Grade 7; Grade 8; Grade 9; *Human Relations Units; Junior High Schools; *Peer Relationship; Personality Development; *Personal Values; Resource Guides; Secondary Grades; Self Actualization; Social Development; Social Studies Units; *Values
IDENTIFIERS	Florida; *Quinmester Program; Values Education

ABSTRACT

The quinmester behavioral studies course for grades seven through nine focuses on factors influencing the young teenagers' attitudes, behavior, and relationships with others. A major objective is for the teenager to examine his own values and behavior, and those of his peers, preparing him for the changes and challenges that will confront him and enabling him to obtain and to set goals that will help him get the most from his teen years. The nature of this course invites the use of a guidance/human relations approach to make it more relevant to students. Nine units of the course are: 1) Basic human needs; 2) Personality development; 3) Character growth; 4) Rules and self-discipline; 5) Unique challenges of today's society; 6) Social relationships; 7) Boy-girl relationships; 8) Family relationships; and, 9) Self-assessment. Other related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062247

SP 002 952.

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

TEENAGE LIVING

Home and Family Education
6763.01

Social Studies
6470.16
6425.01
6412.23

DIVISION OF INSTRUCTION • 1971

TEENAGE LIVING

Home and Family Education
6763.01

Social Studies
6470.16
6425.01
6412.23

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Written by

Dorothy Hiles
Joanne Kaspert
Elaine Liftin
Dixie Parkin

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

Price: $.75

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive, but an aid to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources and other factors.

This particular course of study is one of several efforts to create a more interdisciplinary curriculum. It has been developed cooperatively by Home and Family Education and Social Studies. In order to be most effective, it is recommended that, where possible, it be taught by an interdisciplinary team of teachers from the two areas.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities and resource materials. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. Due to the wealth of activities and resources included with each objective, it will be necessary for the teacher and students to choose only those which best meet their needs within the nine-week allotment of time for this course.

This first edition is intended to be a Working Copy and it is hoped that the teachers will note suggested changes and additions while using it in order to aid in future revision.

COURSE DESCRIPTION: AN EXAMINATION OF THE CHANGES AND CHALLENGES CONFRONTING THE YOUNG TEEN. FOCUSES ON THE FACTORS INFLUENCING HIS ATTITUDES, BEHAVIOR AND RELATIONSHIPS WITH OTHERS. PROVIDES AN OPPORTUNITY FOR SELF-EVALUATION AND CLARIFICATION OF PERSONAL VALUES AND GOALS.

SOCIAL STUDIES CLUSTER: Behavioral Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
RECOMMENDED PRIOR EXPERIENCES: Must be a teenager.

RATIONALE: Students entering secondary school are in a position to make many of their own decisions for the first time. They have problems unique to their age group. They are able to make contributions to their school, family and community. Through an examination of his own and his peer's behavior it is hoped that the student will be better prepared to get the most out of his "teen" years.

The nature of this course is such that a guidance/human relations approach would make it relevant to students. If the course is offered early in the junior high years, it might be a good place to plan to acquaint the student with his guidance counselor(s) through informal discussions and question and answer sessions.

BEHAVIORAL OUTCOMES/COURSE GOALS:

THE STUDENT WILL:

1. COMPARE PERSONAL NEEDS WITH THE BASIC NEEDS OF ALL HUMAN BEINGS.
2. ANALYZE THE FACTORS WHICH CONTRIBUTE TO PERSONALITY DEVELOPMENT.
3. ANALYZE THE EFFECT OF VALUES ON INDIVIDUAL CHARACTER GROWTH.
4. EMPLOY EFFECTIVE DECISION-MAKING PROCEDURES TO OVERCOME OBSTACLES AND WORK TOWARD PERSONAL GOALS.
5. EXPLAIN WHY RULES AND SELF-DISCIPLINE ARE INTEGRAL ASPECTS OF A CIVILIZED SOCIETY.
6. INVESTIGATE CHANGES IN TODAY'S SOCIETY WHICH POSE NEW PROBLEMS AND CHALLENGES AND SUGGEST ACTIONS WHICH TEENAGERS MIGHT EFFECT TO RESOLVE THESE PROBLEMS.
7. ANALYZE THE INTERACTIONS BETWEEN THE TEENAGER AND HIS ASSOCIATES AND APPLY THIS ANALYSIS TO THE ESTABLISHMENT OF MORE MEANINGFUL RELATIONSHIPS WITH OTHERS.
8. DESCRIBE PHYSICAL AND EMOTIONAL CHANGES OCCURING DURING THE TEEN YEARS AND ANALYZE PERSONAL FEELINGS ABOUT INCREASED SEXUAL MATURITY.
9. EVALUATE THE NEEDS, RESPONSIBILITIES AND PRIVILEGES OF A TEENAGER WITHIN HIS FAMILY.
10. USE A SELF-ANALYSIS AS THE BASIS FOR A PLAN FOR FUTURE DIRECTION WHICH INCORPORATES A PERSONAL CODE OF BEHAVIOR.

COURSE CONTENT OUTLINE

I. Basic human needs

- A. Needs are interrelated
- B. How needs are met
- C. Effect on individuals when needs are not met
- D. Special needs of teenagers

II. Personality development

- A. Meaning of personality
- B. Factors contributing to development

III. Character growth

- A. Effect of values, goals and standards
- B. Factors affecting value judgements
- C. Effect of decision-making on goal attainment

IV. Rules and self-discipline

- A. Early development of need for rules in society
- B. Importance of self-discipline in today's society
- C. Youth and the law

V. Unique challenges of today's society

- A. Life issues concerning teenagers today
- B. Moral decision-making
- C. Teenager's role in solving community problems

VI. Social relationships

- A. Need for socialization
- B. Factors affecting interactions with others
- C. Acceptance of individual differences
- D. Effect of self-concept on social relationships
- E. Improvement of communication skills
- F. Development of meaningful relationships

VII. Boy-girl relationships

- A. Physical and emotional changes occuring during teen years
- B. Feelings about increased sexual maturity
- C. Dating as a growth process
- D. Meeting emotional conflicts and problems resulting from increased sexual maturity

VIII. Family relationships

- A. Functions of the family for the teenager
- B. Changing family patterns
- C. Role of the teen in the family
- D. Strengthening family ties

IX. Self-assessment

- A. Analytical autobiography
- B. Formulation of a plan for future direction incorporating a personal code of behavior

BEHAVIORAL OUTCOME: 1. COMPARE PERSONAL NEEDS WITH THE BASIC NEEDS OF ALL HUMAN BEINGS.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
All people have basic physiological and psychological needs.	Define <u>physiological needs</u> and compile a class list of examples. As part of a group, research and report on one of the following climatic sections: tropical, desert or polar. Include such topics as: What do the people eat? How do they dress? What is their shelter like? After discussing what needs the people in all three areas have in common, take part in a debate on the question: "Does man control his environment or does his environment control him? Listen to a brief report of a book such as <u>Mama's Bank Account</u> or <u>A Christmas Carol</u>. Based on the report, discuss how people behave when physical needs are not met. Choose a physiological need and write a short paper contrasting the way it was typically met in the past with the way it is being met today. Attempt to project how it will be met thirty years from now.	<u>Teen Horizons at Home and School</u> pp. 1-15 <u>Building Your Life</u> pp. 1-24, 131-143 <u>Exploring Home and Family Living</u> pp. 382-394 <u>Introductory Homemaking</u> pp. 255-274 <u>Living in Families</u> pp. 125-144
Meeting psychological needs is as important to development as the meeting of physical needs. Some psychological needs are: To love and be loved To belong To be free from guilt and fear To share in new experiences To acquire a set of values To experience success To achieve maximum development of one's potentialities	Define <u>psychological</u> needs and compile a class list of examples. Discuss why it is often difficult to measure the effectiveness with which a person's psychological needs are being met. Has the class ever heard of a child being taken from his parents because his psychological needs were not being met? After reading at least one of the references to obtain background information, relate knowledge of psychological needs to the unique characteristics of adolescence.	Teacher references: <u>Family Life and Sex Education: Curriculum and Instruction</u> pp. 89-160 <u>Relationships: A Study in Human Behavior</u>

BEHAVIORAL OUTCOME: 1. COMPARE PERSONAL NEEDS WITH THE BASIC NEEDS OF ALL HUMAN BEINGS. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
If a child's needs are well met, he tends to think of himself as a worthy person and develops a positive self-concept.	Discuss class interpretations of such terms as: Love Affection Security Fear Guilt Recognition Conformity Present a case study of an incident involving a person whose psychological needs are not being met, such as a new girl in school who is not accepted and becomes a loner. Discuss signs of unmet needs. How does one feel when his needs are not being met? How is one's self-concept affected? Read the story, "He Almost Told Her", from the curriculum guide, Human Development, and evaluate whether the need for love was met. Discuss the role of conformity in meeting psychological needs. Include such topics as: Do teenagers tend to conform? How do we treat those who differ in race, customs, beliefs? How does a person become prejudiced? Are persons who dress or act differently accepted at school? Discuss how attitudes of acceptance or rejection are expressed such as through facial expression, tone of voice, manner of approach, body language. Evaluate the emotion of fear. Is it useful or harmful? How is fear expressed? How can fears be handled to allow for growth?	Curriculum guide: Human Development pp. 35-36, 88 A Changing Person pp. 34-40 Pamphlet: What Are You Afraid Of? Filmstrips: Knowing Yourself Series I "Understanding Myself" "Needs, Satisfactions and Goals" "On Being Different" Personal Problems Series "Anxiety" "Frustration" "Your Fight Against Fear" Knowing Yourself Series II "The Therapy of Laughter" Transparencies: Exploring Human Emotions Reassurance and Approval From Parents What Emotion is Being Expressed?

BEHAVIORAL OUTCOME: 1. COMPARE PERSONAL NEEDS WITH THE BASIC NEEDS OF ALL HUMAN BEINGS. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Note: The topics which are mentioned by the students in this objective can be used to establish the future direction of this course.	Debate: It is unwise to show emotions. It is acceptable to show positive emotions. Negative emotions should not be expressed. Women can show emotions, but men should not. Relate the psychological need to experience success to the individual's role as a student. How can day to day school experiences be handled in a manner which will enable personal growth and success? Compile a class list of suggestions which can make school more worthwhile and which relate school to adulthood. Discuss teen psychological needs and actions. What is the relationship between needs and actions? What actions are considered inappropriate in today's society? How can the manner in which a teenager's needs are met affect his future life?	Filmstrip: The Meaning of Success Transparencies: The Influence of Attitude and Manner on Accomplishment Pamphlet: Coming of Age:Problems of Teenagers
One's personal needs are similar to the basic needs of all human beings.	Each student choose an adult and write a paper comparing what he believes to be that person's basic needs with his own. Analyze the similarities and differences in the manner in which needs are being met.	

BEHAVIORAL OUTCOME: 2. ANALYZE THE FACTORS WHICH CONTRIBUTE TO PERSONALITY DEVELOPMENT.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Prepare a brief report on the topic, Personality. Include the following: Definition of the term Elements, such as emotional, habitual, behavioral and attitudinal traits Criteria for judging personality Contributions toward a mature personality Evaluate the personality of a famous person, using above criteria. Discuss Menninger's definition: "Personality is the sum total of what one has been, is and will be." Read references and chart five important characteristics of a healthy personality and of an unhealthy personality. Class discuss and note characteristics most frequently mentioned. Obtain a personality rating using self ratings, parent and friend ratings (see Document 7-1 Family Life and Sex Education: Curriculum and Instruction, page 104). Each student write an essay concerning his most important personality problem and what he hopes to do about it. Role-play various situations showing how two people with differing personalities would react to a given situation.	Teen Horizons at Home and School pp. 16-42 Living In Families pp. 146-169 Family Life and Sex Education: Curriculum and Instruction pp. 89-160, Document 7-1 Building Your Life pp. 1-24 A Changing Person pp. 26-33 Pamphlet: All About You Curriculum guide: Human Development pp. 37-38 Filmstrips: Personality Development Series I Your Personality: The You Others Know Who Are Your Ideals? Transparencies: Human Resources and Personal Development

BEHAVIORAL OUTCOME: 3. ANALYZE THE EFFECT OF VALUES ON INDIVIDUAL CHARACTER GROWTH.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
What each person believes to be important in life constitutes his value system. Values give direction to behavior, assisting one in setting his goals. Values are expressed by: What we do What we think about How we spend our resources What we admire in others Choices we make Goals we work toward	After reading at least one reference, discuss the development of values. Include such influential factors as: Parents — Religion Friends — Basic needs Siblings — Experiences School — Prior successes or failures Community — Self-concept Select and display cartoons and pictures which illustrate values on classroom bulletin board. Debate: Values are given to us by our parents. Everyone has the same basic values. You can tell someone's values by watching his activities for a day. View and discuss at least one filmstrip on teenage value situations. Reflect how persons with differing values would react to each situation presented. What is meant by the phrase, "The Choice is Yours?" Keep a record of activities for one day and write an analysis of the values which were indicated by personal actions. List in order of importance, ten basic values held. Use to write an essay concerning these values, including possible reasons for this value system and factors which may have influenced its development. How will these values affect future endeavors?	Teen Horizons at Home and School pp. 43-44 Enjoying Family Living pp. 33-44 Living in Families pp. 170-189 Values to Share Discovering Yourself Values to Live By Building Your Life pp. 144-151, 172-188 Family Life and Sex Education: Curriculum and Instruction pp. 139-140, Document 9-1 Curriculum guide: Human Development pp. 36-37 Introductory Homemaking pp. 1-8, 57-74 Filmstrips: Dare to Be Different I Never Looked At It That Way Before Life Issues of Young Teens "Commitment-To What?" Personal Commitment: Where Do You Start? Somebody's Cheating Values for Teenagers: The Choice is Yours

BEHAVIORAL OUTCOME: 3. ANALYZE THE EFFECT OF VALUES ON INDIVIDUAL CHARACTER GROWTH. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	React to the saying, "Act your age". Complete "Self Evaluation of Social and Ethical Maturity" from Family Life and Sex Education. Compile class results and discuss implications. What is the effect of maturity on values? Does increased age always lead to increased emotional maturity? Are high school students more emotionally mature than junior high students? Do values change with age? Are all value changes for the best? What value changes does the class predict they might have in the next few years?	Transparencies: Attributes of Character Values and Goals Family Life and Sex Education: Curriculum and Instruction pp. 139-140, "Self Evaluation of Social and Ethical Maturity"

BEHAVIORAL OUTCOME: 4. EMPLOY EFFECTIVE DECISION-MAKING PROCEDURES TO OVERCOME OBSTACLES AND WORK TOWARD PERSONAL GOALS.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Once values and goals have been identified, decisions must be made to enable one to achieve these goals. By junior high age, students have developed some rather fixed ways of meeting problems. The manner in which problems are met can affect how well they fit into a group, their success in school, social popularity, etc. An organized system of decision-making can be developed to meet problems directly. Steps in decision-making: 1. Define the problem 2. Secure the information necessary to solve the problem 3. Pose possible course of action and their consequences 4. Choose a course of action 5. Carry out the solution 6. Evaluate the results Escape mechanisms are ways in which we react to protect our self-image when our paths to our goals are blocked.	Pose a classroom dilemma which requires a decision to be made. Discuss possible solutions to the problem and from these compile a list of alternative ways in which people react to problem situations such as direct attack, detour, retreat. Using problems presented in case studies or filmstrips, practice using a direct approach to decision-making to reach solutions. Given an open-ended problem situation, work in groups to role-play solutions. Compare. Some examples might be: A person who does not smoke is offered a cigarette by someone he admires very much and whom he wants to like him. A teenage girl has an eleven o'clock curfew, but the group she is out with wants to stay later. A friend is due to be drafted but is opposed to the war. Read "Some Problems That Trouble Teenagers" and use as a basis for self-analysis of reactions to crises or problems. Read at least one reference to obtain an understanding of such escape mechanisms as: Rationalization Projection Compensation Regression Daydreaming Identify when they are being used by persons in case studies. Evaluation: Apply effective decision-making to the solution of an individual problem.	Teen Horizons at Home and School pp. 372, 377 Exploring Home and Family Living pp. 382-394 Building Your Life pp. 235-252 Introductory Homemaking pp. 190-212 Teacher's reference: Personal Adjustment, Marriage and Family Living pp. 25-43 Film: Search for Happiness Filmstrips: Life Issues of Your Teens "Learning to Make Decisions" Personal Problems Series "Personal Problem Solving" Transparencies: The Rational Decision-Making Process Curriculum guide: Human Development pp. 40-41 Family Life and Sex Education: Curriculum and Instruction pp. 143-144, "Some Problems That Trouble Teenagers"

BEHAVIORAL OUTCOME: 5. EXPLAIN WHY RULES AND SELF-DISCIPLINE ARE INTEGRAL ASPECTS OF A CIVILIZED SOCIETY.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Since everyone does not have the same value system and goals, we need regulations to minimize our conflicting paths. Rules or laws give order to a civilized society. The first laws and rules of living developed in early societies.	Discuss reasons for rules in playing a game such as baseball or football: To provide order To enable everyone to work toward a goal To enable teamwork Research in small groups and report to class on the development of laws in ancient societies such as Greece, Rome, Egypt. Analyze why these laws were necessary. View film, A Nation of Spoilers, and relate this to a nation's need for rules. In some countries parents are punished for the wrong doings of their children. Discuss the possible reasons for this policy. Is it applicable to the United States?	Youth and the Law Building Your Life pp. 152-188 Curriculum guide: Human Development pp. 39-40 Film: A Nation of Spoilers
Our sense of self grows and expands as one participates in an ever widening environment.	Give examples of ways in which teenagers are affected by the law. What is the role of the government in student's lives? What role can teenagers play in government? Prepare a bulletin board illustrating teen citizenship, responsibilities to family, school, community, country, world.	Filmstrip: You and the Law Resource persons: Local politician Policeman Lawyer
Today's rules should be assessed in terms of our changing society.	Discuss some of the laws of the community that citizens ignore much of the time. Should these laws be obeyed, abolished, changed, obeyed by some and ignored by others or are there other solutions? Listen to a student report on how it is possible to get a desirable law passed or an undesirable one changed or repealed.	Quinmester course of study: The Law and You

BEHAVIORAL OUTCOME: 5. EXPLAIN WHY RULES AND SELF-DISCIPLINE ARE INTEGRAL ASPECTS OF A CIVILIZED SOCIETY. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Possible laws for discussion might include: Compulsory school attendance Wearing a helmet when riding a motorcycle Voting age	Select several laws in effect today and discuss: Are they valid in today's society? Are they acceptable rules to most citizens? Are they working rules? Would they be better if modified or changed? Should they be repealed? With what should they be replaced? How is society affected by this law? Answer the questions on the opinionnaire from Youth and the Law and compile class results. Choose a law which the class would like changed, formulate a plan for working toward this goal and proceed to write letters, inform friends, etc.	Youth and the Law pp. 13-14

16

BEHAVIORAL OUTCOME: 6. INVESTIGATE CHANGES IN TODAY'S SOCIETY WHICH POSE NEW PROBLEMS AND CHALLENGES AND SUGGEST ACTIONS WHICH TEENAGERS MIGHT EFFECT TO RESOLVE THESE PROBLEMS.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There are many problems in our rapidly changing society which are challenging and must be met by teenagers, as they are the adults of the future. Note: This objective might be incorporated into preceding objectives or studied separately. The amount of time spent on the problems of drugs, alcohol, etc. should depend upon the needs of the students and whether these topics are an integral part of the school's curriculum.	Compile a class list of today's most pressing problems in our society such as: Vietnam conflict — Unemployment Ecology — Technology Drug problem — Education Draft — Care of the aged In committees research each topic in terms of the direct approach to problem solving. Define the problem. Identify points of view such as conservative, liberal, radical. Role-play each of the above viewpoints, demonstrating their solution to the problem. Vote, as a class, on which solution seems best. Dramatize an adult discussing one of the above problems with a teenager. Is there a generation gap in their attitudes toward the problem? Is this always true? Make a bulletin board of advertisements for medications, liquor, tobacco, cars, cosmetics, clothing. What values are expressed? How do these advertisements influence people?	A Changing Person pp. 19-25, 63-83 Building Your Life pp. 144-162 Teen Horizons at Home and School pp. 403-418 Filmstrips: LSD: The Acid World Marijuana: What Can You Believe? The Alienated Generation Tobacco and Alcohol: The $50,000 Habit
Teenagers can play a vital role in community affairs.	Listen to school and community leaders discuss what teenagers can do to be useful to others and to help solve community problems. Plan and carry out a project which will contribute to the welfare of the community.	Resource persons: Drug counselor Ecologist Welfare worker Politician Policeman Religious leader School leader

BEHAVIORAL OUTCOME: 7. ANALYZE THE INTERACTIONS BETWEEN THE TEENAGER AND HIS ASSOCIATES AND APPLY THIS ANALYSIS TO THE ESTABLISHMENT OF MORE MEANINGFUL RELATIONSHIPS WITH OTHERS.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Socialzation fulfills many of man's basic needs. Skill in socialization can be learned.	Discuss how many of the basic needs identified at the beginning of this course involve our relationships with other people. Write a paragraph interpreting the line by John Donne, "No man is an island". Listen to independent study reports on special topics concerning man's needs for socialization such as: Mother surrogate studies done with monkeys Wild boy of Aveyron Effect of T.L.C. (Tender Loving Care) on infants Incidents in which men have been kept in total isolation for long periods of time Identify some of the factors which affect the way we interact with others. What first impression do we make? Can we communicate well? Do we sincerely care about others? Do we accept people who are different? We can tell a great deal about people by watching their actions and appearance. After reading the following personality descriptions try to imagine the mode of dress, facial expressions, hair style, body structure, speech and possible vocation of the people in each case 1. This man is warm-hearted and honest. He has a good sense of humor and is intelligent and self confident. He accepts others well and lives up to his responsibilities. 2. This man is ruthless and brutal. He is extremely hostile, quick-tempered and overbearing. He is an unsympathetic person.	Teen Horizons at Home and School Chapter IV, Chapter VII A Changing Person pp. 11-17, 29-31 Building Your Life pp. 45-70 Living in Families pp. 140-144 Exploring Home and Family Living pp. 358-365, 395-405 Introductory Homemaking pp. 8-29, 132-157 Young Living pp. 17-50 Family Life and Sex Education: Curriculum and Instruction p. 98 Curriculum guides: Human Development pp. 41-43 Human Relations

BEHAVIORAL OUTCOME: 7. ANALYZE THE INTERACTIONS BETWEEN THE TEENAGER AND HIS ASSOCIATES AND APPLY THIS ANALYSIS TO THE ESTABLISHMENT OF MORE MEANINGFUL RELATIONSHIPS WITH OTHERS. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Role-play situations showing how attitudes toward others are affected by: Physical appearance Mode of dress Mannerisms Racial, religious and socio-economic stereotypes How are these attitudes developed?	
Ours lives can be enriched by developing meaningful relationships with persons who are different in background, attitude, etc.	Develop and conduct a survey to analyze the degree to which the social climate of the school reflects groupings based on these and other factors: Race — Intellectual abilities Religion — Socio-economic background Sex Use this survey as a basis for establishing guidelines for "opening up" the social climate of the school.	Filmstrip: The "Ins" and the "Outs"
The way a person perceives himself and the way he is perceived by others may be quite different.	Using the following chart, each student complete the sentences by writing two or three adjectives which he feels best describes himself in each category: I am (as I see myself)_____. I am (as I think others see me)_____. I am (as I would like to be)_____. Then, in groups of three, complete the following sentences about each of the other two students: You are (as I see you)_____. You would like to be (as I see you)_____. Share these perceptions and discuss these questions: What are the similarities and differences in our self-perceptions and the way others see us? How would a great discrepancy affect our behavior? What can a person do to bring these areas into closer harmony?	

BEHAVIORAL OUTCOME: 7. ANALYZE THE INTERACTIONS BETWEEN THE TEENAGER AND HIS ASSOCIATES AND APPLY THIS ANALYSIS TO THE ESTABLISHMENT OF MORE MEANINGFUL RELATIONSHIPS WITH OTHERS. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Our self-concept affects the way we treat others.	React to the statement, "It is necessary to like oneself before one is capable of liking others".	Filmstrip: Boy-Girl Relationships Series "Why Should I Care How He Feels?"
Approval from others in essential to a positive self-image.	Role-play the following everyday situations in which a person requests approval from others: How do I look? Do you think it's okay to? How do you feel about it? What do you think I should do?	
	Discuss positive and negative aspects of the need for approval in the following relationships: Parent-child Teacher-student Student-student	Transparencies: Reassurance and Approval from Parents
Skills in listening, questioning, silence, the use of reinforcement and non-verbal cues can promote effective communication.	Record observations of others for one day in connection with the use of communication skills and their effect on social relationships. Watch for such things as: The person who interrupts others The person who asks a question and does not really listen to the answer Mannerisms which close the doors of communication The effect of body language on relationships Language barriers to communication	Filmstrip: Knowing Yourself Series II "Do You Really Listen?"
	Invite a panel of popular students to discuss with the class such topics as: What do they believe to be their secrets to success? What part do manners play in getting along with others? Do they feel they were born with the ability to make friends or did they develop it? Has their appearance been their secret? Is money important to popularity?	Filmstrips: Getting Along With Others Series How to Make and Keep Friends Popularity Problems of Young Teens Think of Others First

BEHAVIORAL OUTCOME: 7. ANALYZE THE INTERACTIONS BETWEEN THE TEENAGER AND HIS ASSOCIATES AND APPLY THIS ANALYSIS TO THE ESTABLISHMENT OF MORE MEANINGFUL RELATIONSHIPS WITH OTHERS. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Trust and love are the basis of positive human relationships. It is necessary to love in order to be loved by others.	Develop a class definition of the term love, identifying different types of love. Include: Does the "now" generation's definition of love differ from that of years past? What are some ways to express love in everyday living? What place does love have in a "same sex" relationship? Describe a loving person. Using the information revealed in this unit, each student formulate in writing a plan for improving his interpersonal relationships.	

BEHAVIORAL OUTCOME: 8. DESCRIBE PHYSICAL AND EMOTIONAL CHANGES OCCURING DURING THE TEEN YEARS AND ANALYZE PERSONAL FEELINGS ABOUT INCREASED SEXUAL MATURITY.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Knowledge about the physical changes in the body should enable one to better interpret his social and emotional responses.	Use questions submitted anonymously to a question box as a springboard for discussion of the physical and emotional changes occuring in teenage girls, teenage boys and those which are common to both sexes. Collect cartoons which depict humorous situations which may arise in adolescence due to uneven growth and development.	Teen Horizons at Home and School Chapters V and VII Building Your Life pp. 82-102 Enjoying Family Living pp. 58-72, 83-112
Increasing sexual maturity can create emotional problems if not completely understood.	Listen to a professional person discuss the physical changes of adolescence and their emotional implications.	A Changing Person pp. 84-94 Introducing Homemaking pp. 75-80
Our attitudes toward masculinity and femininity are changing.	After viewing the filmstrip, Masculinity and Femininity, discuss the basic attutudes toward these roles prevalent in our society: What problems may be caused when these attitudes are exaggerated or over-simplified? In what ways are these traditional roles changing? What results might be expected from these changes?	Resource persons: Adolescent psychologist Medical doctor Family service worker Teacher references: Family Life and Sex Education Curriculum and Instruction pp. 99-159 Teenagers and Sex
The custom of dating, if approached maturely, can be educational as well as fun.	After reading at least one resource on the topic of dating, react in small groups to the following statements: Dating is an educational process. Dating is a universal expectation. Dating is fun. Dating is a trial and error process. Dating is a proving ground for maturity. Dating is a source of prestige. Role-play an older student discussing with a new student in school the common types of dates popular in the community.	Pamphlets: Dating Tips for Teens Understanding the Other Sex Filmstrips: Beginning to Date Being Responsible About Sex and Love Boy-Girl Relationships Series Dating Problems of Young Teens Getting Along With the Opposite Sex Masculinity and Femininity

BEHAVIORAL OUTCOME: 8. DESCRIBE PHYSICAL AND EMOTIONAL CHANGES OCCURING DURING THE TEEN YEARS AND ANALYZE PERSONAL FEELINGS ABOUT INCREASED SEXUAL MATURITY. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	After viewing filmstrip(s) on dating discuss such topics as: Why is a first date not necessarily pleasant? Are good looks necessary for successful dating? Does steady dating contribute to personal maturity? What effect does beginning to date have on an individual's values? Use film loops or role-play situations that can arise when dating partners have conflicting values. Formulate possible solutions to situations which arise. Formulate a class list of suggestions which could make dating a more worthwhile and educational process.	Transparencies: Adolescent Expression of Sex Drives Dating Is An Art Dating Practices New Found Sex Drives Film loops: Points of Departure Series "Love Story" "Night Out" "The Experienced One" "The Party" "Swimming Party" Films: The Costly Crowd The Innocent Party Psychological Differences Between the Sexes

BEHAVIORAL OUTCOME: 9. EVALUATE THE NEEDS, RESPONSIBILITIES AND PRIVILEGES OF A TEENAGER WITHIN HIS FAMILY.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Younger brothers and sisters often model their behavior after teenagers.	Develop a class list of functions performed by the family in our society: 1. For young children 2. For teenagers Listen to a student report on a recent article or television show on the changing family structure in the United States. Debate: If children do not fit into society, it is a reflection on their parents. Discuss the possible effects on personal development of these family situations: Working parents Three-generation families One-parent families Foster parents or step-parents Temporary situations such as illness, unemployment Collect and discuss cartoons showing examples of brother-sister conflicts. Evaluate the role teenagers can play in the development of younger brothers and sisters. Make a class list of suggestions of ways in which family members can communicate their acceptance and affection for each other in day-to-day living. Use the filmstrip, The Tuned-Out Generation, as a springboard for discussion on increasing family communication and understanding.	Teen Horizons at Home and School Chapter III Enjoying Family Living pp. 6-32 Living in Families pp. 8-101 Introductory Homemaking pp. 110-131 Family Life and Sex Education: Curriculum and Instruction pp. 102-104 Pamphlets: Parent-Teenager Communication Talking It Over at Home Filmstrips: Family Living Series I Family Problems of Young Teens The Tuned-Out Generation

BEHAVIORAL OUTCOME: 9. EVALUATE THE NEEDS, RESPONSIBILITIES AND PRIVILEGES OF A TEENAGER WITHIN HIS FAMILY. (CONTINUED)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Give some open-ended situations to decide how the class would react if they were parents: Teenager staying out too late Lack of success in school Sibling quarreling Divide the class in half. One-half conduct a survey of parents to see what things bother them most about teenagers. The other half survey teenagers to see what their "pet peeves" are in regard to parents. Compare complaints and use as springboard to establishing helpful hints to promoting better family relationships. Discuss the extent to which a teen should be involved in family decision-making. How can a child's involvement in decision-making lead to greater responsibility for his own actions? Invite a panel of parents to class to discuss parent-teenager relationships. Develop a class list of suggested ways to strengthen family ties. Write a paper on "Contributions I Am Making to My Family". Include any plans for improving family contributions. Plan and carry out a recreational project shared by the entire family. Evaluate the effect on family relationships.	Pamphlet: Democracy Begins in the Home Resource persons: Parents

BEHAVIORAL OUTCOME: 10. USE A SELF-ANALYSIS AS THE BASIS FOR A PLAN FOR FUTURE DIRECTION WHICH INCORPCRATES A PERSONAL CODE OF BEHAVIOR.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
What you believe about yourself, your obligations to others and their obligations to yourself are important parts of your philosophy of life or of the code by which you live. Your philosophy of life will affect all of your relationships with other people and guide your future course of action.	Each student construct a collage illustrating his personality traits, answering the question, "Who am I?" Include such things as: Values, Ideas, Feelings, Skills, Hopes, Interests, Appearance, Mannerisms, Attitudes, Habits, Abilities Write an analytical autobiography, "Who am I and Why?" Include in addition to those factors illustrated in the collage, such things as: Strengths Weaknesses Future goals Code of behavior Philosophy of life	Teen Horizons at Home and School pp. 2-3 Family Life and Sex Education: Curriculum and Instruction pp. 119-120, 140-142 Building Your Life pp. 172-185 Lessons in Living for the Young Homemaker, Teachers' Guide Pamphlet: Building Your Philosophy of Life

BIBLIOGRAPHY

Note: It is impossible to build this course around any one text, but major textual materials are designated with an asterisk(*). It is recommended that several class copies of each be used.

BOOKS

Arnspiger, V. Clyde; Brill, James A. and Rucker, W. Ray. Values to Live By. Austin: Steck-Vaughan Company, 1967.

Arnspiger, V. Clyde; Brill, James A. and Rucker, W. Ray. Values to Share. Austin: Steck-Vaughan Company, 1967.

*Bassiouni, M. Cherif and Shiel, Sister Thecla. Youth and Law. Justice in Urban America Series. Boston: Houghton Mifflin Company, 1969.

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Company, Incorporated, 1970. State Adopted

*Cosgrove, Marjorie C. and Unruh, Irma. Discovering Yourself. Chicago: Science Research Associates. $2.10

*Cross, Aleene A. Enjoying Family Living. New York: J.B. Lippincott Company, 1967. State adopted

*Cross, Aleene A. Introductory Homemaking. Philadelphia: J.B. Lippincott Company, 1970. State adopted

Duval, Evelyn M. Family Living. New York: The Macmillan Company, 1961.

*Fane, Arthur and Fane, Xenia. A Changing Person. Boston: Ginn and Company, 1970. $1.32

Fleck, Henrietta and Fernandez, Louise. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1971.

Landis, Judson T. and Landis, Mary. Building Your Life. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1959.

Landis, Judson T. and Landis, Mary. Personal Adjustment, Marriage and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1966.

*Lewis, Doris S.; Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Company, 1970. State adopted

*Nelson, Jack L. Teenagers and Sex. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1970.

Schultz, Esther D. and Williams, Sally R. Family Life and Sex Education: Curriculum and Instruction. New York: Harcourt, Brace and World, Incorporated, 1969.

BOOKS (continued)

Smart, Mollie and Smart, Russell. Living in Families. Boston: Houghton-Mifflin Company, 1965.

Vanderhoff, Margil. Lessons in Living for the Young Homemaker. Teachers Guide. Boston: Ginn and Company, 1970. State adopted

*Westlake, Helen G. Relationships: A Study in Human Behavior. Boston: Ginn and Company, 1969. State adopted

PAMPHLETS

Alexander, Franz and Alexander, Francesca. What Are You Afraid Of? Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. $.88

Bienvenu, Millard. Talking It Over at Home. Public Affairs Pamphlet No. 410, 22 East 38th Street, New York, New York 10016. $.25

Bienvenu, Millard. Parent-Teenager Communication. Public Affairs Pamphlet No. 438, 22 East 38th Street, New York, New York 10016. $.25

Democracy Begins in the Home. Public Affairs Pamphlet No. 192, 22 East 38th Street, New York, New York 10016. $.25

Kirkendall, Lester A. Understanding the Other Sex. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. $.88

Kirkendall, Lester A. and Osborne, Ruth F. Dating Tips for Teens. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. $.88

Landis, Paul H. Coming of Age: Problems of Teenagers. Public Affairs Pamphlet No. 234, 22 East 38th Street, New York, New York 10016. $.25

Menninger, William C. All About You. Science Research Associates, 259 East Erie Street, Chicago Illinois 60611. $.86

Smith T. V. Building Your Philosophy of Life. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. $.88

CURRICULUM GUIDES

Human Development. Division of Vocational, Technical and Adult Education, Department of Education, Tallahassee, Florida.

BIBLIOGRAPHY (continued)

CURRICULUM GUIDES (continued)

Human Relations. Dade County Public Schools, Miami, Florida.

Junior and Senior High School Preparation of the Individual for Life. Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515. $2.50

The Law and You. Quinmester Course of Study, Division of Instruction, Dade County Schools, 1971.

AUDIOVISUAL MATERIALS

1. Film loops

Points of Departure Series. Includes "Love Story", "The Party", "Night Out", "Swimming Party", "The Experienced One", "The Lift", "The Older Touch". Popular Science Audio-Visuals, Incorporated, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $21.50

2. Films

A Nation of Spoilers. Dade County Public Schools. 11 min. color.

Search for Happiness. Dade County Public Schools. 27 min. B & W.

The Costly Crowd. Dade County Department of Public Health, 1350 N.W. 14th Street, Miami, Florida 33125. Free loan.

The Innocent Party. Dade County Department of Public Health, 1350 N.W. 14th Street, Miami, Florida 33125. Free loan.

Psychological Differences Between the Sexes. Dade County Public Schools.

3. Filmstrips

Beginning to Date. Guidance Associates, Pleasantville, New York. One filmstrip, one cassette. $20.00

Boy-Girl Relationships Series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Set of 6 filmstrips. $37.50

Dare to Be Different. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $44.00

Being Responsible About Sex and Love. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614. Set of 2 filmstrips, one record. $16.50

3. Filmstrips (continued)

Dating Problems of Young Teens. Society for Visual Education, Incorporated. Set of 4 filmstrips, 2 records. $32.50

Family Living Series I. Popular Science Audio-Visuals. Set of 4 filmstrips. $25.00

Family Problems of Young Teens. Society for Visual Education, Incorporated. Set of 4 filmstrips, 2 records. $32.50

Getting Along With the Opposite Sex. Popular Science Audio-Visuals. One filmstrip. $6.75

Getting Along With Others Series. Popular Science Audio-Visuals. Set of 6 filmstrips. $37.50.

I Never Looked At It That Way Before. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Knowing Yourself Series I and II. Popular Science Audio-Visuals. Series I, set of 6 filmstrips, $37.50. Series II, set of 4 filmstrips, $25.00

Life Issues of Young Teens. Society for Visual Education, Incorporated. Set of 4 filmstrips, 2 records, $32.50.

LSD: The Acid World. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Marijuana: What Can You Believe? Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Masculinity and Femininity. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $40.00

Personal Commitment: Where Do You Stand? Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Personal Problems Series. Popular Science Audio-Visuals. Set of 6 filmstrips. $37.50

Personality Development Series I. Popular Science Audio-Visuals. Set of 6 filmstrips. $37.50

Popularity Problems of Young Teens. Society for Visual Education, Incorporated. Set of 4 filmstrips, 2 records. $32.50

Somebody's Cheating! Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

The Alienated Generation. Guidance Associates. Set of 3 filmstrips, 3 cassettes. $51.00

The "Ins" and "Outs". Popular Science Audio-Visuals. One filmstrip. $6.75

BIBLIOGRAPHY (continued)

3. Filmstrips (continued)

The Meaning of Success. Popular Science Audio-Visuals. One filmstrip. $6.75

The Tuned-Out Generation. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Think of Others First. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Tobacco and Alcohol: The $50,000 Habit. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Values for Teenagers: The Choice is Yours. Guidance Associates. Set of 2 filmstrips, 2 cassettes. $39.00

Who Are Your Ideals: Popular Science Audio-Visuals. One filmstrip. $6.75

You and the Law. Guidance Associates, Set of 2 filmstrips, 2 cassettes. $39.00

Your Personality: The You Others Know. Guidance Associates, Set of 2 filmstrips, 2 cassettes. $39.00

4. Transparencies

Attributes of Character. 3M Company, Visual Products Division, St. Paul, Minnesota 55101. Set of 23 visuals. $35.00

Adolescent Expression of Sex Drives. DCA Educational Products, Incorporated, Cook Consultants, Box 22857, Fort Lauderdale, Florida 33315. One transparency and overlays. $3.10

Dating is An Art. Parts 1 and 2. DCA Educational Products, Incorporated. Two transparencies and overlays. $6.20

Dating Practices. DCA Educational Products, Incorporated. One transparency and overlays. $3.10

Exploring Human Emotions. DCA Educational Products, Incorporated. One transparency and overlays. $3.10

New Found Sex Drives. DCA Educational Products, Incorporated. One transparency and overlays. $3.10

Reassurance and Approval from Parents. DCA Educational Products, Incorporated. One transparency and overlays. $3.10

Human Resources and Personal Development. 3M Company. Set of 20 Visuals. $35.00

4. Transparencies (continued)

The Influence of Attitude and Manner on Accomplishment. 3M Company. Set of 20 visuals. $35.00

The Rational Decision-Making Process. 3M Company. Set of 20 visuals. $35.00

Values and Goals. 3M Company. Set of 23 visuals. $35.00

What Emotion is Being Expressed? DCA Educational Products, Incorporated. One transparency and overlays. $3.10